



University of
New Haven

Global Internship Course

SECTION I: Course Overview

Course Code: INT 430

Subject Area(s): Internship

Prerequisites: None

Language of Instruction: English

Total Contact Hours: 22.5 seminar hours & 120-240 total placement hours (varies by program length)

Recommended Credits: 3

COURSE DESCRIPTION

The Global Internship Course (GIC) provides a unique and innovative opportunity for students to engage in an internship abroad for academic credit. Through its academic content, the course frames and supports learning that occurs at the internship placement and students' personal and professional development that align with the 8 competencies set out by the National Association of College and Employers (NACE).

In-class active learning gives students the opportunity to discuss and analyze theories and models of work, organizational behavior, and management in a cross-cultural context. Out-of-class field studies engage experiential and place-based pedagogies that enhance in-class discussions. Students also analyze the importance of, and approaches to, justice, equity, diversity, and inclusion (JEDI) from national and international perspectives.

Students will engage in lectures, workshops, discussions, informal and formal presentations, self-guided and guided research, and mock interviews to grow academically and professionally while abroad. This course provides an opportunity for students to unpack, synthesize, and articulate the value and outcomes of their internship experience.

LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Reflect analytically on hard and soft skills related to your internship placement and industry through oral and written reports.

- Discuss theories that address globalized work environments, providing practical and personal examples of intercultural competence, engagement with issues of justice, equity, and diversity, and group roles that allow you to function productively and sensitively within a multicultural professional context.
- Demonstrate effective communication and interview skills, knowing how to adequately prepare and articulate with confidence the value of interning and living abroad as it relates to one's academic and career objectives.
- Demonstrate understanding and development of NACE competencies and articulate their value in an international context.

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

| | |
|-----------------------------|---------------------|
| Name: | TBA |
| Contact Information: | TBA |
| Term: | SEMESTER AND SUMMER |

GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. The content, criteria, and specific requirements for each assessment category will be explained in greater detail in class.

You must complete all grading assessment categories to receive a grade for this course. In addition, your work and behavior in this course must fully conform to the regulations of the CEA CAPA Academic Integrity Policy to which you are subject. Finally, all formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of such work.

| | |
|---|------------|
| Engagement | 20% |
| Self-Guided Internship Location Research Map | 10% |
| My Single Story | 20% |
| Mid-Term Reflection | 5% |
| Mock Interview | 20% |
| Poster Presentation and Written Final Reflection | 25% |

ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions.

By participating in the internship program, you accept full responsibility for the position you hold. You will be expected to provide professional, quality work, and complete all projects as assigned. At the internship location, you must comply with all company policies and procedures.

Engagement (20%):

Students are expected to be engaged in class, and to have read the [CEA CAPA Engagement Policy](#) and the [Class Engagement Rubric](#) that outlines how engagement will be graded.

Self-Guided Internship Location Research Map (10%):

Students describe the location of the internship neighborhood and their initial feelings about and critical observations of their internship location and host city. Students use their pre-internship self-guide document to aid their research and create their map. They must also include images and media links to the internship organization and, importantly, the immediate area of their internship on their maps. Students share and discuss this collaborative digital map in class that is, in part, a spatial narrative about the host city.

My Single Story (20%):

Based on class discussion and readings of ethnocentric and ethnorelative ways of thinking about people and cultures, this assignment allows students to reflect on how they view themselves (positionality) and to consider how people in their internship location might view them based on first impressions and/or stereotypes. The assignment encourages students to think and write critically while telling their stories. Furthermore, students discuss how the development of intercultural competence can help them navigate their internships, understand JEDI in their work, and the diverse, global workspaces they might join in the future.

Mid-Term Reflection (5%):

Students critically reflect on their internship and GIC experience through the completion of their Mid-Term Reflection form. Guided by their Learning Agreement and following a meeting with their supervisor, students write a review of their experiences and learning at the internship to-date. Where appropriate they amend their Learning Agreement. Students use the Articulation Workshop booklet to help complete the form. They also identify their development of NACE competencies.

Mock Interview (20%):

Students must choose a realistic internship, graduate program, or job to which they intend to apply. Students may use an existing job posting or graduate school application taken from a company or university website. Prior to the interview, students submit an updated resume and LinkedIn profile that includes their current internship and study abroad experience. Students will write a cover letter for the position. Students must tailor their resume and cover letter to the position being applied for. Students will be interviewed in real-time through zoom. The interview will be recorded. Students will review the recording of their interview and perform a self-critique.

Poster Presentation and Written Final Reflection (25%)

Poster Presentation (15%):

In small groups, students prepare digital poster presentations that illustrate their understanding of their internship, in-class learning, NACE competencies and skills development. Students must embed a voice recording to narrate each slide so that they can be 'screened' in the final class showcase.

Written Final Reflection (10%)

Students critically reflect on their GIC experiential learning through a written Final Reflection. The reflection must be forward-looking and comment on how the student intends to build upon the GIC experience in their next academic and professional steps. In preparation for this assignment, students

must complete their Skill Survey and arrange to meet with their supervisor and other co-workers to discuss and evaluate the internship.

ACTIVE LEARNING

Experiential learning is an essential component of education abroad, and participation in field activities is a required part of coursework. In this course, you explore the city in which you are studying using a variety of tools. This provides the opportunity to gain nuance and context on your context and the subject you are studying, as well as to collect information and resources for assigned papers, projects, and presentations.

- A *guided walking orientation* to students' neighborhood and key parts of the city, helping them learn to navigate their city both logistically and socially. Before starting their internships, students are required to travel alone to their internship location to familiarize themselves with the area surrounding their internship, the transport network and commuting etiquette.
- A *pre-internship neighborhood location self-guided task* informs the class digital map assignment. This exercise begins the process of self-reflection by which students examine their preconceived and initial thoughts and feelings about working in a global, complex, foreign environment.
- A central learning component of the GIC is the students' *engagement with their onsite internship supervisor and colleagues*. In addition to the ongoing learning that takes place at the internship location through daily tasks and observations, students must meet with their supervisor 3 times during the semester to plan, evaluate, re-evaluate, and assess their hard and soft learning. These meetings also facilitate students' understanding of the work-life of their colleagues within the context of local and regional norms, as well as the effects of global factors on the internship placement's work and employees.

REQUIRED READINGS

Reading assignments for this course will come from the list below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor. Location-specific readings may vary by term. All are made available in Canvas.

Ahmed, Anam (2020). "[Cultural Awareness in the Workplace.](#)" *Small Business Chronicle*.

Anderson, A. & Bolt, S. (2013). *Professionalism: Skills for Workplace Success*. 226-282. Pearson

Belbin, R.M. (2010). The Art of Building a Team, in *Team Roles at Work* (2nd ed.). New York: Routledge, 97-106.

Deardorff, D. (2008). "Intercultural Competence: A Definition, Model and Implications for Education Abroad." Stylus

Gargiulo, T. (2016). "Power of Stories" *Journal for Quality and Participation*

Interview practice questions: [Mock Interview Questions - Prepare to Articulate your Professional Experience Abroad - YouTube](#)

Kastelle, T. (2013.) ['Hierarchy Is Overrated'](#). *Harvard Business Review Blog*, 20 November.

Leanne Serbulo (2022): [Urban Literacy: Learning to Read the City Around You](#)

Matthews, Michael, [7 Tips for Internship Preparation](#) 31 March 2011. Forbes.

Middleton J. (2014). Part One: What is cultural intelligence (CQ)?; in *Cultural Intelligence: The Competitive Edge for Leaders Crossing Borders*. London, England: Bloomsbury, 7-20.

KEY RESOURCES

In order to ensure your success abroad, CEA CAPA has provided the academic resources listed below.

- **UNH Online Library:** As a CEA CAPA student, you will be given access to the online library of the University of New Haven (UNH). You may access the UNH online library [here](#). You must comply with [UNH Policies](#) regarding library usage.
- **CEA CAPA Online Classroom – Canvas:** Canvas is the official LMS of CEA CAPA. Students should check Canvas regularly for updates and deadlines about course material. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

COURSE CALENDAR
Global Internship Course

| SESSION | SUBJECT | ACTIVITY/CONTENT | READINGS |
|---------|---|--|---|
| 1 | Introduction | <p>Overview of syllabus</p> <p>Masterclass in work culture</p> <p>Learning Agreement goal setting</p> <p>Guided neighborhood and transit orientation</p> | <p>TED Talk: Derek Sivers on “Weird, or just different?” https://www.ted.com/talks/derek_sivers_weird_or_just_different</p> <p>Matthews, Michael, 7 Tips for Internship Preparation 31 March 2011. Forbes. [Online]. Available from: https://www.forbes.com/sites/michaelmatthews/2011/03/31/7-tips-for-internship-preparation/</p> <p><u>For those in hybrid placements that combine in-person and remote work, please watch: “In Conversation with Rowena Hennigan”</u></p> |
| 2 | Positionality, Intercultural Competence, and JEDI | <p>Reflection on first week at internship</p> <p>Observing cultural traits</p> <p>Learning Agreement due</p> <p>Location Research Assignment due</p> | <p>Submit: Self-Guided Internship Location Research Map on shared Google Map</p> <p>TED Talk: by Chimamanda Ngozi Adichie on “The Danger of a Single Story”</p> <p>Middleton J. (2014), <i>Cultural Intelligence: The Competitive Edge for Leaders Crossing Borders</i>. London: Bloomsbury, pp1-17.</p> |
| 3 | Working in Teams | <p>Complete Belbin Test and Reading</p> | <p>Watch this short video which uses the movie <i>Remember the Titans</i> (2000) to illustrate Bruce Tuckman's theory of <u>on the stages of group development</u>: https://www.youtube.com/watch?v=hEJaz3sinEs</p> <p>Belbin, R.M. (2010). “Team Roles at Work” (2nd ed.). Routledge, 97-106.</p> <p>Kastelle, T. 2013. ‘Hierarchy Is Overrated’. <i>Harvard Business Review Blog</i>, 20 November.</p> |
| 4 | <i>Guest Speaker</i> | <p>Guest Lecture and Discussion</p> | <p>Submit: Mid-Term Reflection</p> |

Date last updated 06/21/2023

The instructor reserves the right to make changes or modifications to this syllabus as needed

| | | | |
|---|--|---|--|
| 5 | Articulating the Internship Experience at Interviews | Internship Team Workshop: Resume, Cover Letter, and Position descriptions and how to articulate the study abroad and internship experience. | Pre-recorded interview practice questions in Canvas Anderson, A. & Bolt, S. (2013). <i>Professionalism: Skills for Workplace Success</i> . New Jersey: Pearson, 226-258. 260-282 Articulation Resource Work Pack in Canvas |
| 6 | Storytelling in a Professional Context | Poster Presentation and Research Project Tutorials | Gargiulo, T. 2016. "Power of Stories" Submit: Mock Interview PDF – w Resume, Cover Letter and Position description. |
| 7 | Mock Interview & JEDI in the Workplace | Live Recorded Mock Interview | Submit: Mock Interview Reflection <ul style="list-style-type: none"> Submit: Sheila Gaddis <i>JEDI in the American Workplace</i> reflection In Conversation with Sheila Gaddis Ahmed, Anam (2020). Cultural Awareness in the Workplace . <i>Small Business Chronicle</i> , July 2. <ul style="list-style-type: none"> Uthra, P. (2022). Do Your Global Teams See DEI as an American issue? <i>Harvard Business Review</i>. |
| 8 | DEBRIEF SEMESTER DISCUSS AND REVIEW POSTER PRESENTATIONS | Live Q&A Skill Survey | Prepare digital poster project |
| 9 | Final Session: Poster Presentations Submit: Final Internship Reflection | | |

Date last updated 06/21/2023

The instructor reserves the right to make changes or modifications to this syllabus as needed

SECTION III: CEA CAPA Academic Policies and Standards

ACADEMIC POLICIES

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

STUDENT LEARNING & DEVELOPMENT OBJECTIVES

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery. beyond specifics of course offerings, that address student learning holistically and frame a larger learning context.